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TABLE OF CONTENTS.

Good Behavior in Schools.—No. VIII.	Page 1
Antagonism Between Teacher and Pupil	2
The Proper Use of Words,	2
A Dream,	3
Recitations,	3
The Reading of the Will,	3
The School-Master Abroad,	4
Compositions and Declamations,	4
Advertisements,	5
EDITORIAL,	6
NEW YORK CITY,	6
Vacation,	6
College of the City of New York,	7
Book Notices,	7
The Story of Bertram,	7
How Maps are Engraved,	8
Rate,	8

For the JOURNAL.

Good Behavior in Schools.

No. VIII.

The theory of our government abolishes most of the distinctions that exist between men and classes in monarchical countries. There is no court here to prescribe the rules and principles of good manners, and there is no shepherd life that should remain content with mere honest companionship with cattle. According to our theory, there is no king, lord, or courtier here, nor any churl, knave, or rustic poor, but every man is, in a measure, an independent sovereign, at times wielding a power that may affect the destinies of the nation.

The fact that a man, or class of men, who by the vote might change the destinies of a nation, should be ignorant of letters or be churlish in manners, does not accord with our theory; for, with such men, not only would republican government prove a failure, but modern civilization itself must take a backward track. Genteel, well-bred persons need and demand well-bred men to govern them; for the government of a churl is tyranny to all decent people. Even churls themselves would find the government of the well-bred man, all other things being equal, much more tolerable than they would that of one of their own order.

If, then, we desire to escape the calamity of placing the interests of society under the control of mannerless churls, we must teach our children what good manners are. The graduate of a High-School is not likely to have the valuable training or the education of the graduate of the college, but his manners may be made equal, if not superior. We use the word *churl*, and we use it advisedly; for we know of no other word that could describe the manners of no inconsiderable portion of our people, even where those people themselves pass in society, and especially in their own conceit, as very excellent, well-deserving persons. They attend closely to business, without cheating more than their neighbors; hurry off to dinner; from there hasten forth, wiping the mouth with the back of the hand, perhaps to the polls; there cast precisely the vote that a set of unprincipled wire-pullers wish them to cast; then back to their business again, like thriving, proper men; to close the day, probably, by an evening attendance on some prayer-meeting. These are honest, well-meaning men, who scorn indirection, while being constantly misdirected; who never wash the outside of the platter for mere appearance sake, nor the inside either, and who never discriminate in matters of manners, nor even of morals. They are beings of habit chiefly, whose habits have not been acquired through or by the rules of good behavior.

While good morals lead a man to do right instead of wrong, good manners enable him to distinguish what right or wrong is. He who is not particular about the way in which

a thing is done, can be very readily imposed upon; but he who is firmly persuaded that the right has a way of its own that does not pertain to the wrong, and that a good purpose can seldom be accomplished unless by the pursuit of good and proper means, would not be easily deceived by false pretensions. A thorough, ingrained knowledge of the rules of good behavior, which are the principles of true honor, would enable one to discriminate between the true and the false in human actions much more readily than if he relied upon a knowledge of good morals alone. The ways that artful men resort to in order to corrupt the morals of society, are to teach them that an honest purpose is everything, and the means of attaining that purpose is nothing; and that therefore a bad means may be made to serve a good end. A prevailing idea of morals might lead a man to think that robbing the public treasury is justifiable; but a well-bred man could never come to such a conclusion. Good manners are the proper dress in which good morals should shew themselves on all occasions.

It would greatly contribute to the feeling of self respect on the part of school-children in the remote rural districts to be able to discriminate between the true and false in manners, and would thus add to their value as citizens of a republic. The child who could not be imposed upon by swell and ostentation is not likely to feel humbled when such display is made; and, like a trusty sentinel on post, would not be lured from his duties to the republic by mere pretences. One good reason for teaching true manners, is as a means of avoiding the false. Hallam, in his "History of Christianity," and in speaking of the manners of the females of Constantinople in the early days of that renowned city, says—"Their banquets were merely sumptuous, without social grace or elegance. The dress of the females, the fondness for false hair, sometimes wrought up to an enormous height, and especially affecting the golden dye, and for paint, from which irresistible propensities they were not to be estranged even by religion, excite the stern animadversion of the ascetic Christian teacher. "What business (said St. Chrysostom) have rouge and paint on a Christian cheek? Who can weep for her sins when her tears wash her face bare and mark furrows on her skin?" With what trust can faces be lifted up towards heaven, which the Maker cannot recognize as his workmanship? Their necks, heads, arms, and fingers, were loaded with golden chains and rings; their persons breathed precious odors, their dresses were of gold stuff and silk; and in this attire they ventured to enter the church. Some of the wealthier Christian matrons gave a religious air to their vanity, while the more profane wore their thin silken dresses embroidered with hunting-pieces, wild beasts, or any other fanciful device; the more pious had the miracles of Christ, the marriage in Cana of Galilee, or the paralytic carrying his bed. In vain the preachers urged that it would be better to emulate these acts of charity and love, than to wear them on their garments."

It is possible that if we could receive our manners from the distinguished people who assemble every year in Newport,—if we could make that society a kind of precursor to give social tone and law to the rest of the country, extending its influence to the barbarism of the prairies and the Voudounism of the South-west, we might dispense with instruction in the schools on the subject; but the influence of Newport is limited almost entirely to the residents, or to the wealthy visitors and their servants.

As an illustration of the value of good manners, if any were needed, we may refer to a popular preacher, who, though gifted with the highest order of talents, fails to observe the manners due to his sacred profession, and resorts to those arts of pleasing his hearers which are practiced by the lower order of politicians. We need not add that such a preacher does an injury to the cause of good morals. Sacred subjects must be dealt with in a sacred way, and not with

that triviality of style and manner that would suit the comic actor. It is claimed, in excuse for such a breach of good behavior, that there are a great many men who could not be morally reached in any other way; but this is only the old argument over again, that a good design justifies improper means for its attainment.

J. W. PHELPS.

Antagonism Between Teacher and Pupil.

The want of thoroughness of purpose between teacher and pupil often paralyzes the earnest efforts of enthusiastic laborers in the cause of education. Originating in unconquerable obliquities in human nature, it frequently amounts to well defined and widespread antipathy. Many who have devoted the best years of promising lives to the higher culture of the rising generation; who have constituted themselves a sort of electrical machine, giving off spark after spark of fire, relying for material upon the mysterious potential genius that regulates demand and supply;—many of these devoted servants have labored without seemingly adequate reward.

Of a large class of teachers, it is the hard fate to possess, in the eyes of their charges, no more individuality than do the unopened volumes in a library. Such distant, impersonal instructors, instead of being considered interpreters of precious mysteries of knowledge, are regarded by restless young minds rather as obstacles to enjoyment, or to the attainment of easy distinction. The antagonism is as subtle as the atmosphere, and as strong. Its overwhelming power is only counteracted by a reserve force of will and enthusiasm, unprovided with which it is folly to attempt any work of education. Teaching is something more than a routine of formal technicalities—it enlists brain, breath, heart and body. Facts must be impressed, information poured in, labeled, and stowed away; the mind must be trained to utilize its riches, the soul must be lured by "thoughts that breathe, and words that burn."

Discipline, however salutary, breeds antagonisms. The lax ideas of control, prevalent at the present day, are wholly subversive of old, and wisely conceived regulations. "The tendency of modern life is not towards order, but towards liberty. The modern idea of government is the minimum of rule." The necessary authority of instructor over pupil being exerted, there follows a sense of injury, a sore consciousness of being curtailed of the freedom to judge for itself, which mainly causes the ill-directed effort and imperfect training of American youth. Progress refuses to be guided by experience; nor can the immature intellect comprehend how the sacrifice of one to the good of many, or the pursuit of distasteful studies, prove, in the end, invaluable discipline.

Common to older and wiser heads as well, is the childish impulse, when an indefensible act has been perpetrated, to put some one else in the wrong. Happily, quiet reflection properly adjusts the blame; and, in the moment of recognition of injustice, the culprit goes to the other extreme of regret and pliability.

Again, some young people have a foolish pride in insubordination. Except for the prolific evils it engenders, no absurd propensity would seem unworthy of consideration. Like sheep, children follow a leader; and the natures which have force enough to emancipate themselves from legitimate obligations often combine the very qualities that attract and dominate the restless and subservient. One rebellious spirit sets on fire a hundred. The mimetic creatures fancy it dashing and heroic to undermine and oppose the constituted authorities. Sometimes the instructors weakly consent to lower the standard of requirement; the most popular, is not, however, the most conscientious teacher. Neither young nor old take amably to caustery.

The system of grading scholarship by marks is the basis of some of these unfortunate relations between pupil and preceptor. To abolish orders of merit would tear the laurel wreath from honored brows, and desecrate the dead. But, until badges of distinction are regarded as accidents or concomitants, not the "end," of civilization and culture, wrong motives will prevail, slipshod effort be encouraged, unfair means be resorted to, and bad temper, deception and jealousy will infallibly follow. Where thorough, disciplined education of the faculties is underrated, where the main importance is attached to grading scholarship by marks, teacher and pupil inevitably observe from different standpoints. The former is aware that failures may be turned into stepping-stones. The latter, however, is prone to resent the black mark against him, rather than to acknowledge that every shortcoming which stings to increased exertion, is an incalculably great acquisition. Neither the nature nor extent of culture absolutely gained, can be affected by the loss of a medal. When the application to intellectual pursuits is prompted by a sense of duty and love of knowledge, not by vulgar ambition, trifles like good or bad marks are impotent to elate or depress. "Mens conscia sibi recti."

Parents and guardians, unconsciously perhaps, foster this deplorable antagonism. By ranking the vocation in the same category with the paid labor of subordinates, scarcely higher than the work of tailor or caterer, they effectually lower the mission of the teacher. Nor do they instill the requisite reverence, or demand the tender consideration due the men and women selected for the noble office of cultivating the impressible minds and hearts of their children. Like discipleship, influence, all desirable intellectual dominance, teaching is a pure labor of love. Money, though securing the comfort, never repays for the exertion of will, the treasures of thought, the instructor has lavished freely.

The deficiencies of educators themselves clamor for correction; not merely of those unfaithful servants who degrade a noble profession into a trade, a means of support; but the failings even of earnest workers who, not being steeped in self-sufficiency, catch readily at any clue, even wel-

coming the severe discipline that finally enables them to remove some difficulty from thorough path. Sometimes the best intentioned instructors take too slight a hold on the lives of the young. They fail to descend quite low enough, or to reach quite high enough, at once to comprehend and to lead.

In a world where we are not creators, but mere adaptors, we must "stoop to conquer." "Put yourself in his place" is the watchword of modern charity. The best gospel is that of experience. To guide correctly the childish footsteps to eternity, one must understand and dominate the childish heart. Nor is it strong or wise to scorn their perplexities and griefs, their short-lived fancies, their tempers, their magnanimities. One must know when to command, when to appeal, when to stimulate.

Therefore, profound study of the character of the pupil is indispensable. From his aggregate of opinion, the acute physiognomist omits no tone or look, no expression of interest, no detail of temper or behavior. He endeavors to discover that phase of a subject which appeals most powerfully to certain dispositions. If stubborn facts refuse to permeate impervious brains, he must straightway contrive to dress them up, to disguise them in quaint, pleasing fashions, or to associate them with such striking ideas that, before the contumacious subject is aware, the truth has slipped into his

cognizance. At whatever personal expense of nervous force, the conscientious Teacher rouses flagging energy, suggests incentives, praises the ambitious, sympathizes with the struggling, lifts up the falling. Though the effort exhaust his ideas and strength, though the expenditure of individuality leave him limp and flabby, though his pet theories may have fallen still-born on the air, and his cherished methods may have failed, he must never falter, never pause, but labor on, the possible Pygmalion of a hundred souls.

Discipline should be wise, gentle, firm, never variable. Whatever failing of the heart attends the infliction of the penalty, the penalty must be enforced, and the punishment must be adapted to the character of the offender. What stings one, falls like soft rain on the soul of another; what at one time inspires regret, at another breeds contumacy.

The plan of exciting emulation is often astonishingly beneficial. Honorable competition rouses indolence from torpor, and furnishes a motive to minds to which the higher obligations of life are unintelligible. To inculcate profound appreciation of knowledge for its own sake is, however, safer and more satisfying. All educational effort should tend to elevate the youth of the country above personal vanities, and the petty distinction of local triumphs.

In the family circle, it must be understood that charges for Education, willingly defrayed, are a poor return for the service they represent. Parents must reverence the teachers they select, uphold them, strive to comprehend and further

his sponge should be an epitome of ocean life, his walks a treatise on botany.

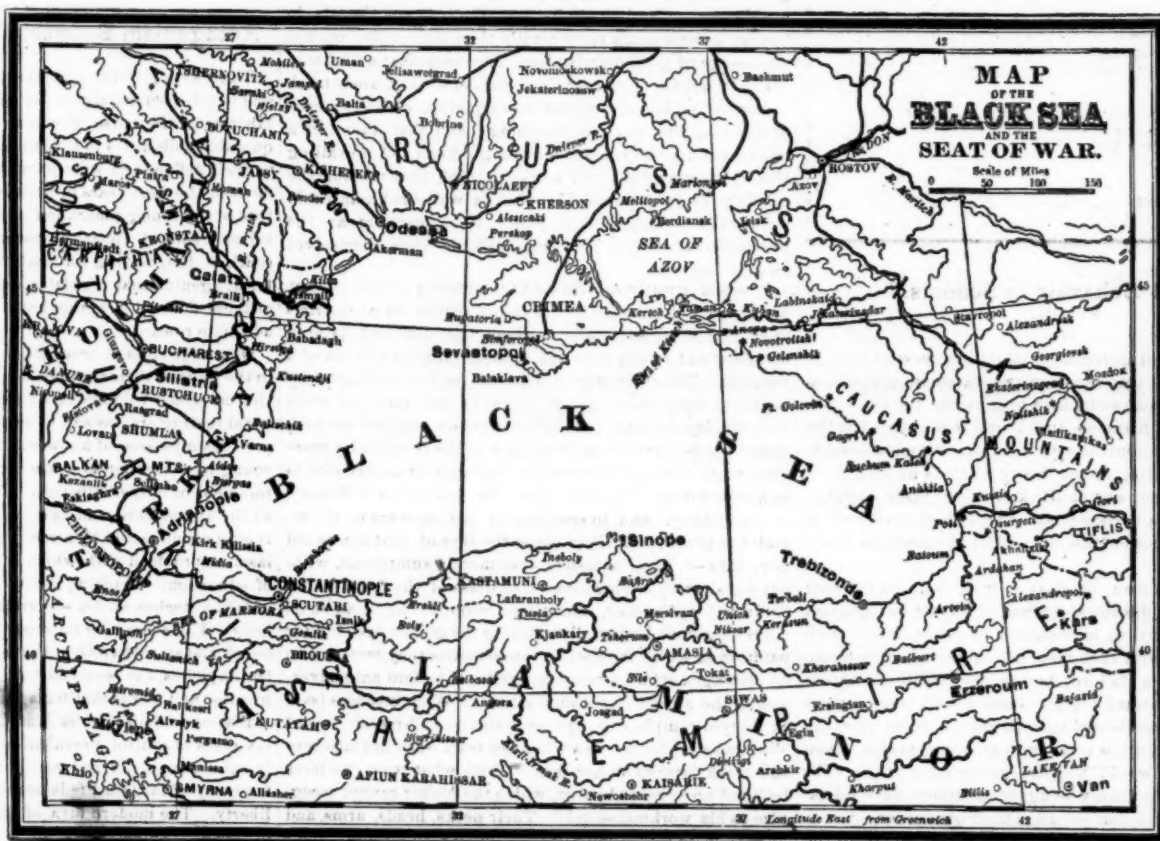
Having acquired full knowledge of, and sympathy with, a child, one is better able to become its leader, its master, its prophet. The surest way to make indelible impressions is to realize in one's own person what one incites the young soul to become—to be, in other words, a creature as useful and accomplished as the ideal to which you point. This is the interesting, the responsible phase of a vocation which, though difficult and often barren, yet has its divine compensations.

C. DE GRAFFENRIED.

The Proper Use of Words.

To be able to select the right word for the right place, is an art that can only be acquired by a long and laborious process. It does not come natural to any one. The effort should be early made to acquire readiness in the art. Take this example for advanced class—to illustrate the use of the word "proud." The synonyms are *presumptuous, insolent, haughty, vain*. What term shall we use in "He was — enough to ask for the chief command." And why? And in this sentence—"The poet was — enough to take every opportunity to recite his works." And why? And in this sentence—"The general, when requested to lay down his arms — replied 'Come and take them.'" "The

conduct of the drunken soldiery alienated the natives." And why? We say, "and why?" Because the naming of the proper word without giving some clue to the reason for the choice of that word will not set the pupil to thinking for himself. In the same way, take the word famous and write on the black-board a sentence in which it is correctly used; put also the synonyms 'notorious,' 'renowned,' 'well-known,' and 'notable.' Require your class to give sentences in which each of these words will be used—and used to the exclusion of any of the others. A series of lessons carried thus progressively forward will fix clearly in the minds of the pupils distinction between the meaning and force of words.



H. T. Map and Relief, New York, N. Y.

their aims, rather than the narrower views of the pupil. Let the men and women to whom is consigned the mental and moral bent of the child, be thoroughly trusted, and immediately this powerful and oppressive spirit of antagonism will be transformed into ready obedience and responsiveness.

Curiosity in a child, properly directed, becomes love of knowledge. To stimulate this lively faculty, is not only allowable, but essential. To make mysteries for the purpose of having them solved, adds a charm to the dull facts. In order that tender intellects be not overpowered by truths of too weighty a form, adaptability and illustration require attentive study. The stubbornest abstract truth becomes, in the concrete, a delightful toy. Of all writers, Ruskin excels in the faculty of imparting information under the guise of charming fiction. Where bird-shot will be effective, he never employs his ordnance. "Familiar Science," "Science made Easy," every line penned with the aim of simplifying and adapting, is a godsend to the rising generation. Where attractive trashy literature is so abundant, truth must be rendered very lovely to find a lodgment in dizzy and frivolous brains. The education of an observant child should never cease. His meditation on a pudding may be made suggestive of chemistry and agriculture; his new clothes should embody lessons on geography, and the products of distant climes;

A Dream.

The Sanitarian under the above title, says:—

"It seemed that I stood before the gate of the Golden City and knocked for admission; a voice cried out, 'Who's there?' 'Brown,' said I. 'Too indefinite,' and the form of St. Peter appeared above the gate, with a large book in which he seemed to search. 'Occupation?' he asked. 'Merchant,' I replied. 'Brown, merchant,' said the good saint, running his fingers down the page; 'not here,' and he seemed about to close the book. 'School trustee,' I added in a hesitating tone. He turned again to the book. Running his finger down the page, he said, 'Brown, Trustee of Public School No. —.' 'That's it,' said I, suddenly brightening up, for if my name was there, I thought I had only to walk up to the cashier's desk and draw my dividend. 'Well! what good have you done down there?' said the saint, nodding in the direction of the world. I ventured to say that I had got a school-house built in my ward. The good saint, who had been gazing intently upon a group of children playing on a sunny bank, suddenly turned to me and said, 'What kind of a one?' I wished I had with me some of the plans we have in our board. They look so fine upon paper, and so confoundingly like a rope-walk or tenement house

when put into bricks or mortar. I described Public School No. — to the best of my ability. 'Nothing like it in these parts,' said he; 'how many do you put in school?' 'That depends,' said I. 'Depends on what?' said he, in a tone of voice that made my knees tremble. 'Upon how many want to come,' I replied. 'What do you do when the rooms are full?' he then asked. 'Make additional ones out of the play-rooms,' I answered. 'Where do the children then play?' he inquired, in a tone I didn't like; but I plucked up courage and answered, 'They don't come to school to play—they come to school to learn.' I said all this the bolder because it wasn't original with me.

'When these are full, what do you do then?' he asked, in a tone that indicated that he thought me cornered. 'Put them in wardrobes and under the stairs,' said I, quite readily. 'What then?' said he with a sternness that made me wish I hadn't been quite so fluent with my answers; but I remembered that I had never advocated putting children in the coal-hole or astride of the ridge-pole, so I answered, 'Put them in the church basements,' and I emphasized the word church, hoping to turn his thoughts from school-houses, that are used five days in the week, to churches, that are used but one day a week. But I didn't succeed. 'What then?' said he impatiently. 'We promote and fill up again.' The good saint made a gesture of despair. 'What kind of teachers do you give these little ones, crowded into dark basements, huddled into wardrobes, stifled under stairways? Good ones, I hope; those with judgment and experience, and full of love for them.' I was sorry that he touched on this subject, for I thought he would pardon my sins on the school houses, for I was but one out of many. But in the matter of teachers I feared that I had not so much to plead in excuse, so I answered; 'Your reverence, when I go to B— and am asked this question, I say yes, but as your city doesn't lie in that latitude, I may as well confess that I do no such thing. I put in young girls sixteen years of age, who can't define judgment, much less possess it, with no experience; pupils themselves yesterday, to-day with the destinies of eighty or a hundred children in their hands; heads so filled with balls, parties and novels, that there is little room for love of children—these are they to whom I commit the children in dark basements, crowded wardrobes and stifled closets.' He said, 'Look!' I looked, and beheld a great multitude of children whom no man could number, sporting on the plains of the Golden City. 'These are they whom scarlet fever, diphtheria, pneumonia, have taken from your ill-ventilated, fever-breeding school-rooms, under the charge of children themselves. Think how many desolated homes, blighted hopes, these children represent. These are children you have helped to —' There was a crash, the golden gate vanished, and in letters of fire I read the words: 'Inasmuch as ye did not unto the least of these, ye did not unto me.' I awoke; Mrs. Brown was opening the shutters, and the rays of the morning sun fell on my face.

RECITATIONS.

Grandfather's Clock.

My grandfather's clock was too large for the shelf,—
So it stood ninety years on the floor;
It was taller by half than the old man himself,
Though it weighed not a pennyweight more.
It was bought on the morn of the day that he was born,
And was always his treasure and pride;
But it stopp'd—short—never to go again—
When the old man died.

In watching its pendulum swing to and fro,
Many hours had he spent while a boy;
And in childhood and manhood the clock seemed to know
And to share both his grief and his joy.
For it struck twenty-four when he entered at the door
With a blooming and beautiful bride;
But it stopp'd—short—never to go again—
When the old man died.

My grandfather said that of those he could hire
Not a servant so faithful he found;
For it wasted no time, and had but one desire—
At the close of each week to be wound.
And it kept in its place—not a frown upon its face,
And its hands never hung by its side;
But it stopp'd—short—never to go again—
When the old man died.

It rang an alarm in the dead of the night—
An alarm that for years had been dumb;
And we knew that his spirit was pluming for flight—
That his hour of departure had come.
Still the clock kept the time, with a soft and muffled chime,
As we silently stood by his side;
But it stopp'd—short—never to go again—
When the old man died.]

HENRY C. WORK.

A Short Sermon.

One and all, who hear my lay,
This much I have to say;
Each day, and every day,
Do what is right,—
Right things in great and small;
Then, though the sky should fall,
Sun, moon, and stars, and all,
You shall have light.

This further would I say;
Be tempted as you may,
Each day, and every day,
Speak what is true,—
True things in great and small,
Then, though the sky should fall,
Sun, moon, and stars, and all,
Heaven would show through.

Figs, as you see and know,
Do not of thistles grow;
And though the blossoms blow
While on the tree,
Grapes never, never yet
On limbs of thorns were set;
So, if you good would get,
Good you must be.

Life's journey through and through,
Speak what is just and true,
Do what is right to do
To one and all.
At work, and when you play,
Each day and every day,
Then peace shall gild your way,
Though the sky should fall.

ALICE CARY.

The Reading of the Will.

NELSON, a Hatter—HENRYS, a Grocer—ED. RANDOLPH—
JUDGE DARVEY.

Nelson. This is a very solemn occasion, brother Henrys. I had no thought of the old madame dying yet.
Henrys. Ah, no! She was very young looking for her age. One would never guess she was eighty years old.
Nel. Was she as old as that? I wonder if she was in her right mind when she made her will?
Hen. Judge Darvey said the Madame wrote it with her own hands, and never signed her name better.
Nel. Did the Judge tell you how she had disposed of her property?
Hen. Not a word; he is as close as the Darveys were before him; but a witness as much as told me that she had not given any to that green looking grandson of her's.
Nel. Good soul; and now I shall come in for my wife's share.

Hen. And I in my own right. I dare say this is why we were summoned to hear the reading of the will. Here comes the young gawky. [Enter ED. RANDOLPH.]
Good day to you, sir! So your old grandmother has left you.

Nel. It is a great loss to lose our relations.
Edward. That's so, but I could bear her loss better if I could have been as kind to her as she has been to me. She has given me many a piece of cake.

Hen. It is too late now to be sorry, Mr. Edward. You can now have a chance to earn your own living.

Nel. Yes, indeed, you can become a good errand boy if you were not so ungainly.

Hen. Or a grocer boy, if you looked a little more genteel.

Edw. Gentlemen, your remarks lead me to believe that my grandmother has left me nothing in her will, so I may as well trot along. [Enter JUDGE DARVEY.]

Judge. Wait a moment, young man; we need you here. Good morning, gentlemen.

Nel. Good morning, your Honor. How is your health, Judge?

Judge. Pretty well, pretty well—and now, as all are present, I will proceed to read the last will and testament of Madame Dorothy Ashfield Randolph: [Reads.] "Whereas, my only grandson and heir Edward Randolph has become a laughing-stock for his clownish and uncultured manners, and so not equal to the management of my property if put into his hands for his own good, I do hereby give the aforesaid property and estate, all my money, bonds and notes, which will be found in the left hand drawer of the bureau in my room, to my dearly beloved third-cousins, Josiah Nelson, hatter, and Wm. Henrys, grocer!"

Hen. How generous! I always thought so much of her.
Nel. So did I; and when we halve, brother Henrys, I'll take the manor house.

Hen. Not so fast, Mr. Nelson. I have long been thinking of making that a present to my daughter.

Nel. I'll have something to say to that, Mr. Henrys. Am I not named first in the will, and—

Hen. And have'n't I provided her with groceries for the last ten years without being paid one cent, and I'm sure she—

Edw. I may as well go.

Judge. Why? Wait a moment, I haven't finished yet.—[Reads.] "To my dearly beloved cousins Josiah Nelson, hatter, and Wm. Henrys, grocer, to be taken care of for the exclusive benefit of my grandson and heir Edw. Randolph till he shall have reached the age of twenty-one years, by which time, I hope, he will have so far improved his habits as to be worthy to take good care of the fortune I now bequeath him."

Nel. What does this mean? "To be taken care of!"

Hen. Let me see it. [Looks at paper.]

Nel. We will manage this property for her, brother Henrys, won't we? I will get full pay for all the fine things I've sent her.

Judge. Stop a minute, gentlemen. This will was dated two years ago, and the young man must be of age and able to take care of himself by this time. Is it not so, Edward?

Edw. It is, sir.

Judge. Then, gentlemen, as I have finished the reading of the will, according to law, I will not trouble you further. Good day.

The School-Master Abroad.

—LETTER NO. VI.—

The very atmosphere in the city of Memphis is pregnant with strange and wonderful things, and it was my good fortune to be permitted to enter within the veil to see something of them, an account of which, no doubt will startle your readers, and set them a thinking, and asking like the Jews of old, "can any good thing come out of Nazareth?"

While quietly sitting on the perch of my boarding house in St. Martin street, last Monday evening, I listened to a conversation between some of the gentleman in reference to a seance that had been given at a house directly opposite. "They will give another to-night, remarked one of the party"—and something whispered to me—"you should go." In a few minutes afterwards I entered the house in question and asked the privilege of tarrying to see the manifestations that were about to occur. It was granted.

There were simply a front and back room, and ten persons present, quietly conversing. The circle, so called, was formed in the back room, and the mysterious cabinet, the portal between this and the unseen world through which the bright celestiala were to emerge to view, was formed of four upright sticks, with cross pieces to secure them; then there were four heavy brown army blankets used for covering. Two for the sides, one for the top, and one to be used as a curtain in front.

Then the company were arranged as nearly as possible in respect to negative and positive magnetic forces. The medium, Mrs. T. W. Miller took her seat within the cabinet, and sat for a few minutes gently fanning herself. Her delicate appearance attracted sympathy, her mild, sweet blue eyes endorsed her, and her general make up from heel to crown was the attesting seal and symbol of candor and honesty.

On this occasion her dress was dark material; a skeptic gentleman stepped forth, and securely tied her wrists with a rope; the light was lowered, and left a twilight glow through the room sufficiently to afford us to see every one there; soft and soothing music from the organ and violin lulled every soul to calmness, and presently a beautiful female form clad in spotless white came forth in our midst. Her name was Eliza Thomas; she died two years ago in Iowa. Osceola the spirit Indian control, now spoke from the cabinet, requesting "Big music!" A lively tune was played, and the materialized spirit showed herself to be a good dancer; after dancing a few moments alone, she extended her right hand to your correspondent, and invited him to take the floor with her. I cheerfully accepted the offer, and did my best, not only to keep time with the music, but also with the graceful movements of my etherialized partner; for ten minutes the dance went on; I perspired freely, and took off my coat, and went at it with a prodigious will to make a trial of physical endurance against the spirit's tenacity. At times I held her hands in mine, which seemed warm and pulsating with life and feeling; I grasped her arm, and found it well developed, her dress was tangible to touch, and if I were not aware of the occasion would have supposed myself in the enjoyment of any veritable mortal's company.

I requested her to be careful, lest my awkward motions should cause me to step on her toes—for at the same time she was barefoot. I scanned her face closely, scarcely ever keeping my gaze from it, and observed her to be a lovely

girl of about eighteen years of age. She was two inches or more shorter than the medium, who is about 30 years old. Sometimes the spirit would lose power, and dwindle down, and finally dissolve from sight where she stood—turning to take my seat, she would suddenly appear before me, as well developed as before and continue to dance, urging me on by looks and actions. I was enjoying the luxury of a new sensation, and so brought all my powers of endurance into play. Often when she found herself falling in power to keep up the materialization, and had dwindled from five to three feet or less she would seize my hands, and gaining the proper magnetic or odic force would suddenly grow or build up to her natural size.—It was wonderful!

I went to my seat fairly exhausted with the exercise, and then the spirit approached a lady in the circle named Mrs. Jones. The lady was a good dancer, and showed the spirit some new steps in the waltz.—For now, Oscar the control, asked Prof. W. M. Williams to play a waltz tune, and the spirit stood a moment to observe Mrs. Jones' steps, she accepted them as a lesson, and accordingly performed them gracefully and satisfactorily. At this juncture the spirit said to Mrs. Jones let me take down your hair, and then you'll look just like me. And as they both gracefully swept forward and backward, it was difficult to decide which was the spirit, and which the mortal.

The spirit Eliza Thomas, now entered the cabinet, and another one came forth, somewhat larger in proportions, but still a splendidly formed young lady. This was Frances Ruthwell, but of her disease I neglected to get an account; she came and stood by Prof. Williams, and played on an accordion in time, tune and harmony to his music. Occasionally he would stop, and give her instructions on certain keys, and to which she showed herself an adept in memory and execution. The musical lesson and performance lasted 15 minutes.

Next came a little spirit girl called Barefoot; she was as lively as a cricket, and went skipping about the room in the happiest and most romping manner; she placed her naked foot in my hand twice and let me feel of her dress. She was in and out of the cabinet several times, and I called her to accept a piece of candy; childish like, she eagerly took it and ate it; but not thinking that other spirits were watching, until Oscoe the control, from the cabinet begged some of it. I went forth and gave him a quarter pound; he not only took it, but shook my hand warmly in token of gratitude. In a moment afterwards, another little spirit girl about six years old came to where I was sitting, and poking her little face in mine, and smacking her lips, begged mutely for a sweet morsel. I shouted to the Indian, and commanded him to give the child a portion. After this, came a tall and stately female spirit forth and walking up to a gentleman in the circle, took his arm and quietly promenaded the room. She was introduced as Alice Roberts, once the affianced bride of Thomas Moore, the Irish Poet,—how queenly she looked!—She shook hands with every one present, and as I looked upon her, I thought I never saw such perfection of beauty. She was dressed in bridal robes, *en train*, and of snowy whiteness. A wreath of flowers encircled her brow, and after giving all an opportunity to feast their eyes upon her angelic loveliness, she gracefully retreated to the cabinet and was lost in view.

Frances Ruthwell appeared again, giving some fine pieces of music on the accordion,—also little Barefoot, also Eliza Thomas as full of life and motion as before, asking me to dance again, which I respectfully declined on account of the fatigue incident to my previous experience with her. But she told me, that she liked me as a partner, and gave me to understand that she could get along better with me than with others,—but I kept my seat.

The next to show himself was Mr. Beach, Sewing Machine Agent, who had been killed two months previously, in Adams street, Memphis, by a pistol shot in the hands of a man he was fighting with; everybody in the city was familiar with the occurrence, and several gentlemen at the seance recognized him fully, as he shook hands with them. He was well materialized, and looked hearty and natural, and smiled at me while pulling my beard.

I noticed at times, that while one spirit was in the room, one, and sometimes two more were standing near the cabinet, and occasionally, Oscoe the controlling power would shout "Chief Williams, play Big music!"—meaning lively tunes.

Just before the close of the Seance, he called out,—“If Brave Oakley will come on Wednesday night, he'll see more wonderful things, and see his Sister Mary, too.” With such an inducement, I tarried in Memphis, and, attended the Wednesday night circle; it was a repetition of the previous one, with something added which I will now relate.

The first to make her appearance was the darling and beautiful Eliza Thomas. She was hardly recognized at first, as she now had on a Scotch Plaid dress, and danced a Highland fling in the most graceful and approved style.

How lovely she looked! Prof. Williams, asked her on the Monday night before to try and furnish such a one, as he wanted to teach her that dance. She said she was familiar with the steps, but thought it would be difficult to materialize such a dress on account of the colors; she however succeeded, and well, too; during the dance she dematerialized several times, dwindling down, smaller and smaller, and until nothing was left of her. Then suddenly she emerged either from the cabinet or floor and came to me, and solicited my company for a fandango. This time she dressed in white, and after a moment she receded towards the cabinet and passed through the heavy curtain, the substance of which dissolved away to admit her passage—gaining power from the medium, she came as she went, and while I was standing within two feet of the heavy curtain, and looking at the place where she vanished, I was startled amazingly to see the beautiful spirit coming again, not through any rent or opening, but directly through the blanket, as if it was only air, and smiling at me, took my hand in hers, and led me once more into the dance.

As I felt on good terms with her, I asked for a piece of her dress to carry away as a memento of the Seance. I took a pair of scissors from my pocket and gave them to her; she cut a piece from the bottom of the dress, and gave it to me, but as I closed my hand upon it, it dissolved from my grasp; this was repeated five times. Then the Indian Oscoe said within the cabinet,—“Wait Brave Oakley till we can magnetize it, and then we'll give you a piece that will stay with you!”

Only a few minutes, and then came forth a new and exquisitely formed spirit lady.—“How beautiful! How beautiful!” was the general exclamation; this was the sister of Mr. Stillman, a prominent citizen of Memphis. He is a gentleman over six feet in height, well built, with a physique that might vie with an Apollo. His spirit sister was nearly as tall, and as she took his arm, the couple gently walked about the room, she being introduced to each person, and shaking hands with them:—

“This ladies and gentlemen,” said Mr. Stillman “is my sister who died eighteen years ago.” “Don't be afraid Matilda; shake hands with Mr. Robinson.” “And this is Mr. Oakley, Tilly! Shake hands with him!” “What a splendid couple!” some lady remarked. “Yes, what a beautiful formed arm!” said another. The spirit sister at this remark, poised her arm aloft to show its matchless symmetry, and for five minutes the splendid scene transfixed everyone with wonder and joy. I will here say, her hand was warm and natural to the touch and sense of feeling.

Little Barefoot spirit again came out, and receiving two oranges from some one present, she broke them in bits, eating portion herself in our presence, and afterwards placing a piece in the mouth of those present. “Oh you little rogue—exclaimed a lady—come and kiss me!” And the little spirit girl, at once complied with her wish.

Now, spirit Frances Ruthwell again came forth, and got about half of those present on the floor dancing, and other lady spirits came out and joined in, and for ten minutes the little back room was a lively place, spirits and mortals commingling in a cotillion; if, at that moment a stranger would appear, he would not know, which was which.

My sister Mary, who died sixteen years ago, now came out, and I fully and unmistakably identified her; she came directly to me, and took my hand. I arose from my seat, and walked the room with her; the pressure of the hand was firm and sisterly, and there we stood gazing with the intensest earnestness into each others faces,—I shall never forget that interview of joy. A parting kiss and she was gone.

Now comes Eliza Thomas once more in white; this time she takes the place beside the Professor, and with a chiming bell in one hand, and a drum stick in the other, she stands ready to take a lesson in music; she beats the drum, and chimes the bell at the same time, in harmony to the violin and organ. Now, Prof. Williams gives her some instruction on a different tune; she listens patiently, and then they begin. For fifteen minutes, the spirit has power to stand eight feet from the medium, and fill her part in the concert, making every soul present rebound with the liveliest enthusiasm at the skill she displays. The concert was repeated again and again and so persistently did she fulfill her allotted task, that she would often sink or dwindle down, or dissolve away until nothing of her remained, and even then, the bell was shaking or throbbing on the floor, as if endowed with life; but wonderful to behold, in a moment she would emerge from the cabinet, usually dissolving her form through the curtain, and give us soul stirring music on the drum and with the bell. “Play a Big music—Play a waltz!” shouts the Indian Oscoe, and Eliza drops the musical instruments, and accepts the kind offer of Miss Karr to teach her a new waltz.—“Put out your foot so, and so,” and the spirit puts forth a small pretty foot encased in a white satin gaiter; everyone stretches forth to look at it, and one lady says “she wears No. 3.” The lesson was soon

learned, and now in a few moments, the question arose whether Miss Karr or the spirit was the best waltzer. How lovingly the spirit placed her arm around the young lady, and both being locked together, they looked like two fairies, in the bewitching and graceful evolutions,—both were dressed in white.

Then after this came the wind-up of the Seance, it having lasted three hours, an unusually long one; Oscoe said,—“Our medium, getting worn out, must now stop! Good many spirits want to materialize, can't let them do! Ha! Ha! Ha! Brave Oakley, bring strawberries and cake.”

By this time, spirit Eliza Thomas had gained much power in the cabinet, and stepped forth, and waited on the table that was set at one side of the room; there was a large dish of strawberries there, and cake, she placed a quantity of berries on a saucer, sprinkled them well with sugar, and placing a piece of jelly cake thereon, handed it first to the nearest lady, and so continued to wait on each one, until the entire company were supplied—her movements were as natural, and she showed as much adeptness as any house maid. Besides several spirits—females—were watching from the cabinet. Before I had eaten my supply, she signified a desire to have a parting dance with me; I went to work in a lively humor. She told the professor to play a quick piece. She was seconded by Oscoe, who now was standing in sight near the Cabinet, and at the top of his voice, exclaimed—“Es, play Big! Play Big!” And Prof. Williams (one of the best musicians in the South) did play Big. He played Yankee doodle in double quick time, and we danced away for dear life; the spirit went through some calisthenics that puzzled me to imitate, still I kept on; she whirled me around, and I whirled her around. It was my last chance, and I was bound to enjoy it. “We're having a good time Eliza, ain't we?” She nodded her head.

I stopped short, and said—“I must have a piece of your dress. Now or never!” She took the scissors and cut a piece two inches square, and placed it in my hand; the piece dissolved away like a snowflake in the noonday's sun.

“Give me a piece that will stay,” I exclaimed.—“Cut again!” She smiled so sweetly, and cut once more, and placed the precious relic in my palm, and I closed my fingers on it, I had it safe and sure. “Now give me a lock of your hair!” The spirit seized a tress and severed it from her head near the roots, but as I clutched it, it melted from my grasp like vapor; she essayed it three times, but it was futile.

Mrs. Miller, the medium was now carried from the cabinet, in a deep trance, the ugly rope which had imbedded itself in her poor, delicate wrists, was untied, and several minutes were occupied in restoring her to consciousness. No admittance fee was charged for the seance, but some generous hearts contributed a mite.

From what I saw, I came to the conclusion that she is the most powerful Medium in the United States for such manifestations. None need not fear the light of truth, no matter in what shape it may appear; and knowledge is power.

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MICHIGAN.—The Michigan legislature has reduced the appropriations to the University of Michigan as follows: The items of \$10,500 for each of the years 1877 and 1878 for the school of mines are stricken out, and also the item of \$4,000 for the new building for the dental school. The salary of the professor of geology for each of the years 1877-78 is reduced from \$2,500 to \$2,000. The salary of the professor of physics for the year 1877 is reduced from \$2,500 to \$2,000. These reductions bring down the total appropriations under this bill from \$42,000 for 1876 to \$27,000 for 1877, and for 1878 to \$22,000. Profs. Douglas and Rose, who were implicated in the embezzlement of funds of the laboratory, have been dismissed from their chairs and will be prosecuted in the courts.

A STATUE was erected in Central Park May 15 to Fitz-Green Halleck. President Hayes unveiled it. It represents the poet in a sitting posture, with pencil and book in hand. The address was delivered by Wm. Allen Butler.

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NEW YORK, JUNE 16, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

WE will thank any one to send us news of the time and place of any educational meeting, and also to report the proceedings of the same for our columns—only in the latter case be short,—for life is short.

THE voice of the young orator is being heard in the land. What efforts he will make to do it just right! We heartily sympathize with pupil and teacher who are planning for their 'Closing Exercises.' May they all win the satisfaction of having done their parts well.

OUR traveling Correspondent has been again entranced by the so-called 'spiritual manifestations.' He believes in these things; we don't. As he has given so lively a picture of the southern schools we let him say his say, on this theme. Upon all other subjects he is perfectly orthodox.

It has been our custom to send copies to the Conventions that assemble in July, and August. We will thank the officer who may receive the package to distribute the copies among the earnest and progressive ones. Our mission is too useful to fail to find the helping hands in every section—Not ourselves, good friends, but the cause.

ARE the teachers aware of the great temperance tidal wave that is sweeping over the land? Are they joining this remarkable movement? As sure as there is a sky above us, the American people will cut loose from the delusion that it is necessary that drunkenness prevail in our land. It may take one hundred years to do it, but it will be done.

SUPT. HARRISON has been obliged to delay the appearance of his next article on 'Methods of Teaching,' on account of pressure of official duties. We need not say that each article is worth to every teacher many times the subscription price of the paper. The extra number of copies of the JOURNAL sold, testifies to the interest felt in the subject, and to the skillful treatment of it by Supt. Harrison.

The Seat of War.

WE present a neat map of the country around the Black Sea. Teachers will find it interesting to have this map enlarged on the blackboard, and make a study of the cities represented. The war is still going on and appearances indicate that it will continue all summer. It will result, however, be the time long or short, in favor of the Russians.

The New York State Teachers' Association.

THE Association meets at Plattsburgh, July 24, 25 and 26. Prof. Thomas Hunter, President of the Normal College of this city, on 'Higher Education'; Prof. James Jahnnot, on the 'Relations of Normal Schools to Industrial Occupations'; Prof. Mears, of Hamilton College, on 'Support of Retired Teachers'; Daniel J. Pratt, on the 'Board of Regents,' are among the numerous speakers.

No sooner is the school-room shut up than the Associations will open. What efforts will there be made by the ambitious to obtain recognition! A model 'Association' is not possible, we agree, nevertheless something can be done each year to repress those painful struggles for notoriety which are a part of the programme.

But, gentlemen, managers, do not try and do so much. Enough is planned for a three days' session to employ a working body for ten days. As to this New York State, it would be far better to have one day devoted to the public schools, one day to the Academies and one to the Normal Schools, than to divide up into Sections, as has been the custom.

A Thing to be Done.

WE may as well, in order to save time, say right out that the object and aim of this is to invite the attention of subscribers to unpaid subscription bills. It is to be feared that the teachers have, like the 'rest of mankind,' become somewhat demoralized, and sadly we say it, some of the faithful readers of the excellent NEW YORK SCHOOL JOURNAL, have allowed their subscription bills to remain unpaid contrary to the good advice so freely bestowed in these pages. Good friends, to all the good deeds you are doing, add one more—pay your subscription bill. So shall you have a clear conscience and make the publishers happy.

Vacation.

By the first of July nearly every school will be closed and the teachers at rest, after a year of wearing and anxious labor. What shall the teacher do? The bones in the body, the muscles and nerves all make haste to answer—Rest. Yes, that is the word—rest. REST. Do not fly off to some place to visit, read or study, but take absolute rest. Sleep all you can, lounge all you can; neither work nor worry. We prescribe for you a dose that every fiber of your being will find easy to take. If you expect to recreate you must rest.

An excellent writer says of teachers, "their nerve structures waste away under their straining and weary work, until they are reduced to half or less of their normal size. If this goes on too far they break down, necessarily. They should take time to let their brain lie fallow—what they want is rest." This is too sound sense to be neglected.

We write this not to turn back any who are able of "body, mind or estate," to attend the Institutes, Conventions or Classes in Drawing, Elocution or Science.

But for that class who are "worn out," and have been so for the past month or two. You can do no more work, or study. You need to drop books and care. Devote yourselves to doing nothing, and then you will come back refreshed to your school-rooms and your pupils.

New York City.

The ensuing week will be filled with entertainments at the public and private schools. We desire to chronicle as many as possible of those in our pages. Invitations should be sent as many days in advance of the event as possible.

GRAMMAR SCHOOL 48.—As we go to press we learn that the graduating exercises will take place Friday morning. We shall hope to give a report next week of what is always a most interesting occasion in No. 48.

GRAMMAR SCHOOL No. 3.—The closing exercises of male department Grammar School No. 3 took place on Tuesday, and, as usual in this excellent school, a large attendance of citizens greeted the graduates.

VISITORS FROM PHILADELPHIA.—The Normal College was called upon by a delegation from the Normal School of Philadelphia on Tuesday last. The callers numbered about 300. They came to New York to see the sights, and were delighted with their expedition.

MRS. BENEDICT'S SCHOOL.—The closing exercises took place on Tuesday evening. There were nine graduates who read carefully prepared essays. There was beautiful music interspersed. Miss Toedt (as a compliment) played on the violin, and Miss Stark sang. Dr. Crosby made the address, and Dr. Taylor presented the diplomas. The school is hereafter to be conducted by Miss S. L. Chapman.

THE last meeting of the Board of Education was well attended. The two new members, Isaac Bell and Samuel G. Jelliffe were present. The former said: "I have read the SCHOOL JOURNAL regularly since I was a member before. No one could spend two dollars and fifty cents and get so much benefit as by subscribing for it; it is especially useful to the teachers, all of them should have it; the articles by Supt. Harrison are excellent."

Two reports on Corporal Punishment were read; the one opposed to it is supposed to be the production of Mr. West, and produced considerable merriment when it asked "why children loved their mother best?" The reply was, "on account of the kindness with which they are treated"—here some Commissioner *sotto voce*—"the milk of human kindness" most likely.—The quotation of Montaigne referring to the "bloody stamp of birch" while brought a good ways was like most foreign articles well appreciated.

The report in favor of restoring corporal punishment was written with vigor, taking the broad old ground, that if the State or City undertakes the care of boys during nearly half their waking hours it must teach them obedience (a lost art now) as well as arithmetic.

THE AQUARIUM.—The recent additions to the Aquarium make it one of the most attractive places of amusement in the city. A large number of new tanks have been placed in position and filled with strange and beautiful tropical fishes, the fruits of an expedition just from Bermuda. Among these are the hamlet, zebra, squirrel, and doctor fish, a sobercoated, contemplative individual, whose lancet is always ready. Most beautiful of all, the angel fish, sailing tranquilly about, conscious of his exquisite blue and gold suit. Looking into the anemone tanks, one almost imagines them mermaids' grottoes, so soft and beautiful are the many-hued fringes. A white whale, fresh from Labrador, sports in the great central tank, while mammoth sturgeons, and many odd-shaped, not to say queer fish, of lesser size, fill up the space about the walls. Miss Sadie Lubin continues her subaqueous performances, and the Madrigal boys their glees and ballads.

College of the City of New York.

The following questions were propounded May 31 and June 1, 1877, to the 737 boys of the Grammar Schools who sought admission; of these, 651 were admitted, having obtained the required per centage:

SPELLING PAPER.
(Read to Candidates.)

In entering upon this examination for admission to the College, it should be borne in mind by the candidates that there are certain indispensable requisites.

There must necessarily be suitable preparation in the different subjects of examination. But candidates may be reasonably well prepared in these subjects, and yet fail to achieve success. For example, extreme slovenliness in the general appearance and arrangement of the work on the papers is exceedingly objectionable.

It is noticeable also that candidates are occasionally rejected for copying from, or communicating with, other candidates. The papers of such persons are invariably forfeited.

Throughout the entire examination, let your behavior be attentive, self-reliant, obedient and courteous.

ENGLISH GRAMMAR.

1. Give a definition of a sentence, and also of its subject and predicate.
2. State what is meant by an active verb; what by a passive verb. Illustrate by a sentence containing both forms.
3. Give synopsis (second person singular) of the active voice of an English verb (to strike.)
4. In how many ways is gender expressed in English? Give an example of each.

5. How is the plural of nouns formed in English? Give one example of each way.

6. Give principal parts of the verbs: fall, know, begin, fly, strike, shine.

7. Parse the italicized words in the following passage:

About him *exercised* heroic games
The *unarmed* youth of heaven. But o'er their heads
Celestial *armory*, shield, helm and spear,
Hung bright, with diamond *flaming*, and with gold.

8. Correct the errors in the following sentences, and give the reason for each correction:

1. He that cometh unto me, I will in no wise cast out.
2. The train of our ideas are often interrupted.
3. Of all other ill habits idleness is the most incorrigible.
4. He acted much wiser than his neighbors.
5. If he is but discreet, he will succeed.

HISTORY OF THE UNITED STATES.

1. Give an account, with dates, of the discovery, exploration, settlement, subsequent history and purchase of Florida.
2. Relate the history of New Netherland under its last Dutch Governor.
3. How are Quakers concerned in the history of Massachusetts, and in that of Pennsylvania?
4. What are the names of the original thirteen States, and of the five which were next admitted, the latter in their chronological order?
5. Give a narrative, with dates, of the expedition of Gen. Burgoyne in 1777.
6. State all that you know about Alexander Hamilton and Thomas Jefferson.
7. Give an account of the Hartford Convention.
8. Give the incidents, with dates, of Gen. Scott's campaign in Mexico.
9. Relate the last events in the Civil War, from Feb. 23 to May 10, 1865.
10. State the chief points in Amendments to the Constitution of the United States, No. XIII, No. XIV and No. XV.

GEOGRAPHY.

1. How wide is the Torrid zone in degrees? in miles?
2. Where are the Aleutian islands? the Bahamas?
3. What States does Delaware bay separate? What capes are at its entrance?
4. Where is Moosehead lake? What river drains Great Slave lake and Great Bear lake? Into what ocean does it flow?
5. In what State and on what river is St. Joseph? Omaha? Richmond? Hartford?
6. Name the five republics in Central America.
7. In what country is Cayenne? Rio Janeiro? Valparaiso? Lima?
8. In what direction from Cape Horn is Magellan strait? in what direction from Naples is the strait of Messina?
9. On which shore of Ireland is Queenstown? In what part of England are Cambridge, Oxford, Canterbury, and Windsor?
10. Where is Delhi? On what island and near what great city is Yokohama?
11. Near what cape is Capetown? In what latitude are Albert Nyanza and Victoria Nyanza?
12. In what part of Australia is New South Wales? In what direction from Australia is New Zealand?
13. Upon what countries and what sea does Roumania border? What river separates it from one of these countries? what river, in part, from another?
14. How large is the population of the United States?—What European country has about the same number of people? Which is more densely populated? in what ratio?
15. Draw the mountain-system of the centre and south of Europe, and affix the names of the several ranges.

ARITHMETIC.

1. What is the greatest common measure of two or more numbers?
2. How do you find the greatest common measure of two or more numbers?
3. What is the least common multiple of two or more numbers?
4. How do you convert a decimal into a vulgar fraction?
5. Give the rule for Compound Addition?
6. Resolve 29925 into its prime factors.
7. Make out the following bill, and deduct five per cent.:
A. B. bought of C. D.,
197 yds. carpet, at \$2.25 per yd.
32 " oil-cloth, " 1.45 "
2 doz. handkerchiefs, " .67 each.
2 pieces linen, each containing 26 yds. .75 per yd.
8. What will \$250 amount to, at 6 per cent., for 2 years, 4 months, 25 days, simple interest?
9. A and B were partners: A put in \$3,626.25. B put in \$6,401.93. They gain \$2,626.62½. What was the share of each?
10. What sum of money must be invested in stocks, bear-

ing 6 per cent., to produce an income of \$1,500. Par value being 100, and stocks selling at 95.50.

ALGEBRA.

1. Divide $m^3 - n^3$ by $m - n$.
2. Find the numerical value of the polynomial
$$x^2 - (a - b)x - ab,$$

when $x = \frac{1}{3}, a = \frac{1}{4}, b = \frac{1}{5}$.
3. Reduce $\frac{5}{6} - \frac{3b-1}{24} - \frac{3b-5}{24}$.
4. Given $x - 3 = 5$, $\frac{x-4}{11}$, to find the value of x .
5. Given $x = \frac{3x-3}{5} - \frac{4x-4}{5} - \frac{20-x}{2} - \frac{6x-8}{7}$, to find the value of x .
6. Given $\frac{x-8}{4} - 6y = 21$,
 $\frac{y-6}{3} - 5z = 23$, to find x and y .

BOOK NOTICES.

ESSENTIALS OF ENGLISH GRAMMAR. By Prof. W. D. Whitney, of Yale College. Ginn & Heath, Boston.

This volume is a real contribution to the school-book literature of the century. Grammar has heretofore been very poorly taught, and one great reason has been, that the text-book has been at fault. Various efforts have been made to reform this, but all have been in vain, because no one could throw out the lumber without throwing out essential parts. Some knowledge of the structure of our language is absolutely necessary, and we think Prof. Whitney's book is well constructed, the matter and arrangement both being selected and devised by a masterly hand. We subjoin some opinions on the work.

"I consider the present system of teaching English grammar in our elementary schools irrational and fruitless."—Charles W. Eliot, Pres. of Harvard University.

"I do not know that I ever before saw an English grammar which I would permit my children to look into, so great the chance has been that they would learn nothing or be taught something false."—F. J. Child, Prof. of English Literature, Harvard University.

"I find in it the plain, abundant common sense that is usually so conspicuously absent from our grammars, the soberness and succinctness, the directness and point, so necessary to impress the main facts of English etymology and syntax on the minds of beginners."—Prof. J. A. Harrison, Washington and Lee University.

HEREDITY, OR RESPONSIBILITY IN PARENTAGE. By Rev. S. H. Platt, A. M. 12mo, paper, 16 cents. R. S. Wells & Company, Publishers, 737 Broadway, New York.

This interesting essay on the duties of husbands and fathers, prepared from a series of sermons by an eminent clergyman of Brooklyn, meets one of the wants of the day. Our people generally need sound instruction with reference to the conditions upon which mental and physical health depend; and from what better source may it be obtained than from the lips of a learned and earnest minister.

NEW MUSIC. We have received from S. Brainard's sons, a fine collection of vocal and instrumental music. Among these we notice as particularly pleasing, the following: "Woodland Beauty," a waltz for the piano; "Sweet Remembrances," a collection of pretty waltzes, by Riccardo Banfi; and an easy piece entitled "Tisana."

"He Holds the Fort of Heaven," is the name of one of the many pieces dedicated to P. P. Bliss. Published by F. W. Helmick.

The above also publishes another song, a tribute to the memory of P. P. Bliss, named "Angels met him at the Gate." Net the only thing that recommends this, is a fine photograph of Mr. Bliss, on the title page.

The June number of *Church's Musical Visitor*, contains in the way of music, the following songs: "Am I Unforgiven Still;" "When you'll be far from me;" also a sprightly "Gallop," (one of the Cabinet Organ Series,) and a "Tango Von Handel."

The Story of Bertram.

I must tell the school-boys the way in which Bertram got his education. His father was very poor, and the only way he had open to earn any money was to go to the fields and gather beetles, and string them and cry them through the streets of Paris—"Beetles, Beetles by the yard." He found in searching through the fields other insects, and when the beetle season was over, he gathered rare insects, or fine

butterflies, which he prepared so well that they were put into elegant gilt frames. He began to study, and he says the thing that attracted his attention was, that one day when trying to catch a "daddy long legs," one of the legs was left in his hands, and it kept on moving for quite a long time. Then he caught glow worms and tried to find out how they produced their light. The ants, however, always to be found crawling under his feet attracted his attention the most. He found that they lived in a republic, without any rules, that they built large houses with several stories and galleries as passages from one room to another. That they had some rooms for storing provisions and others for nurseries for the sick, and nurseries for young ants. He found that the Red Ants fought with the Black Ants, and had done so for ages. He tells us about a battle he witnessed. The army of the Reds came early in the morning hoping to surprise their enemies; when about fifty feet from the hill occupied by the Blacks, they found the ground covered by bits of straw, fruit, grain and worms. They fell upon this feast forgetting the enemies they had come to attack, and were fallen upon by the Blacks, who had been lying in ambush. The result was many thousands slain and many prisoners of war. He tells us that the Blacks made these latter carry back to the hill, the bits of straw, fruit and worms which had served to bait the trap and afterward retained them as slaves.

I cannot tell you all the wonderful things that Bertram saw in the fields. But one day he sold some insects to a man who had much taste for such things—a naturalist, and there he found books that gave him much information that was new to him even about the beetles and the ants. After some time he determined to tell the world what he had learned about the beetles, and this drew the attention of many learned men to him. Next he wrote a book about the glow-worms, and for this King Charles X made him Chevalier of the Legion of Honor. Then he wrote about the ants, and he was appointed Professor in the museum of natural history, and afterward was elected a member of the Academy of Science. All this for using his eyes. Try now, children, and use your eyes, for the world is full of strange things.

Bats.

Bats live their active lives in the night; when sunlight comes they fly away to their holes, there to sleep until twilight comes again, when they resume the occupation of insect killing. The female bat has rather a hard time of it, as she is the nest and food of her young until they are themselves able to fly. Often have I seen a female bat, with her young clinging to her breasts flying about in search of food, and the little ones were not very small either; how else could they get along? The old one makes no nest; if they wanted to ever so much they could not, and the chances are that, from their wandering habits they spend one day in one place, and the next in another two or three miles distant, just where they happen to be when day overtakes them, and if they left their young behind them their exact locality might be forgotten. When the young ones are able to shift for themselves, the mother's life is easier, and until winter comes to kill their insect food, she lives luxuriously. Then, when all nature is prepared to put on the livery of winter, bats, instead of leaving the scenes where they have passed the pleasant days of summer, repair to their haunts in the caves and walls, and, hanging by their hind feet in little groups of five or six together, pass the dreary season in one unbroken sleep.

TO TEACHERS IN VACATION.—If you are tired from thought, study, and professional work; and would like to spend your summer where you can gather up vigor by building up your nervous structures, which your professional pursuit so decidedly wears away; permit me to recommend to you to come to Our Home on the Hillside, Danville, Livingston County, New York. It is the largest Hygienic Institution in the world, and is a most desirable place, not only for invalids of all classes, but for tired, worn, weary, nerve-taxed persons. *Special rates made to Teachers.* The best of references and full information given, *free of cost.* Leave science, literature, and professional ambition behind, and come to eat, drink, and sleep, and when awake to enjoy Nature, and you will go back flush in health, "when school opens in the fall." Address as above JAMES C. JACKSON.

THERE are forty bushels of photographs at the Dead-letter office in Washington which were never intended to go there. They arrived in some of the twelve or fifteen thousand letters that daily reach that place, because they were not stamped, or were not rightly directed, or had no address upon them. Over four million dollars is thus received, and if no claimant appears, goes into the post-office fund.

Overflowing the Sahara.

It having been proposed to flood the Sahara Desert, the *Scientific American* points out, giving figures which are seemingly careful, that in the event of a channel being opened, into the great basin of the Desert certain disastrous results will follow. The surface to be flooded is on an average eighty feet below the surface of the ocean, and its extent is nearly four million square miles. Figuring on the basis of one hundred and fifty millions for the entire ocean surface the general level will be lowered something like two feet. So much for the immediate result, but farther than this it is evident that in a sea which has practically no overflow of fresh water, the loss from evaporation must be made good from the main ocean. This loss, according to the authority quoted, would amount to about 2,000,000,000,000,000 cubic feet annually, and the supply channel from the ocean would have to discharge about five hundred and twenty-five times as much water as is carried by the river Rhine. It is estimated that in a little more than a century the entire basin would be filled with salt, which would be a poor substitute for the sand which now tempers the climate of Southern Europe. Such a possibility should be well considered before it is too late to retreat.

The Yellowstone Park.

The area of this park extends over 3,575 square miles, it is 6,000 feet above the level of the sea, and in it are mountains whose peaks rise to the height of 12,000 feet. Such is the Yellowstone National Park, which the government of the United States has set apart as a public pleasure ground. Lying in a volcanic region, it contains within its area mud springs, hot springs, geysers, and all the various manifestations of volcanic activity, except the fire volcano. The park abounds also in natural beauty. Mountains and valleys, lakes and streams, caracats and torrents, intermittent springs, spouting columns of hot water 250 feet high, combine to form a wonderland unequalled on this earth. Nowhere do beauty and grandeur, the picturesque and the sublime, so mingle as in the Yellowstone park.

WEBSTER WHEN A BOY.—Among the boys attending school with him was one by the name of Fifield, to whom the study of arithmetic was a sore trouble, and he was frequently applying to Daniel to help him out. Daniel, in the generosity of his nature, furnished the required help for a while, but at length began to demur upon the ground that he was getting no sort of equivalent for such important service. Accordingly, he told Fifield that if he was going to pull him through his arithmetic, he (Fifield) must pull his (Daniel's) sled up hill for the rest of the term. To this Fifield readily agreed, and there, all through the season, whenever the boys were coasting, the future statesman had Fifield at hand to draw his sled up hill, to the great amusement of all the other boys, and indeed the whole neighborhood.

THE American Institute of Instruction will hold its forty eighth annual meeting at Montpelier, Vt., on July 10, 11, and 12. Among the lecturers and speakers secured are Judge Aldrich of Worcester, Prof. Harkness of Providence, Prof. Carlton of New Britain, Conn., Mrs. Miller of Concord, N. H., Pres. Hulbert of Middlebury, Vt., A. P. Stone, Superintendent of schools, Springfield; Prof. Barbour of Bangor, Me., Hon. Henry Barnard of Hartford, Conn., Prof. Fuller of St. Johnsbury, Vt., Prof. Ruggles of Hanover, N. H., and others.

How Maps are Engraved.

Among the many useful applications of the art of electrotyping, there is none more interesting than the production of relief-plates for maps, such as we publish in this issue of the *SCHOOL JOURNAL*. It is only within the last few years that the production of maps for the relief-press has been done with the perfection now attained; map-plates now being produced for the ordinary printing-press, rivaling those engraved on copper.

The process is the invention of an Englishman, whose experiments were described many years ago. His method, while differing, to some extent from the more recent and American practice, embodies the principles, and is the only description that has been made public:—

"An ordinary copper-plate, such as is used for engraving, is stained black on one side, over which is spread a layer of opaque composition; this done the plate is ready for use.

In order to draw properly on these plates, various sorts of points are used, which remove, wherever they are passed, a portion of the white composition, whereby the blackened surface of the plate is exposed, forming a striking contrast

with the surrounding white ground, so that the artist sees his effect at once.

"The drawing, being thus completed, is brought in contact with a substance having a chemical attraction or affinity for the remaining portions of the composition. It is then submitted to the action of a galvanic battery, by means of which copper is deposited into the indentations thereof, and, continuing to fill them up, it gradually spreads itself all over the surface of the composition until a sufficiently thick plate of copper is obtained, which, on being separated, will be found to be a perfect cast of the drawing which formed the matrix. The metallic plate thus produced is soldered to another piece of metal to strengthen it, and then mounted on a wood-block to bring it to the height of the printer's type. This completes the process, and the block is ready for the press."

It is substantially by this process that the map we publish is done, and by which a plate for the ordinary printing press is made from which 20,000 impressions per hour can be printed equal, and in some respects superior to any other.

But the great excellence of the process used by the New York Map and Relief Line Engraving Co., No. 17 Warren street, to whom we are indebted for the map we publish and the facts here set forth, is the excellence of lettering which can be attained, they resorting to the use of type for the production of their lettering.

It will be seen from this that the same class of work can be done at a much less cost than by any other known process. Nor are maps the only class of work, but all mechanical work, color-plates, &c., are done by them in a manner unequalled by any other method.

A TRAVELER visiting Sweden, noticed the care for neglected children, who are taken from the streets and highways and placed in special schools, inquired if it was not costly. He received the suggestive answer: "Yes, it is costly, but not dear. We Swedes are not rich enough to let a child grow up in ignorance, misery and crime, to become afterward a scourge to society, as well as a disgrace to himself."

SOME boys have the mere brutish habit of killing every small living thing they meet. If they see a bird or a squirrel, they try to knock it down; if they see a frog, they pelt stones at it; if they find a stray kitten, they drown and worry it; and they think themselves brave and grand men if they can swagger along with a gun and a cur dog, and so kill and worry still more. These are miseducated or uneducated boys.

FARMERS, MECHANICS,

and all people who appreciate the value of keeping a memorandum of business transactions, daily events and items of interest or importance, for future reference, should call on their druggists and get Dr. Pierce's Memorandum book free. The doctor's grand Invalids' Hotel at Buffalo, which costs, when finished, two hundred thousand dollars, will be opened early in June next for the reception of patients afflicted with chronic diseases and deformities. It will afford the most perfect facilities for the cure of such affections, and its faculty of physicians and surgeons will embrace graduates from both American and European Medical Schools who have become distinguished for their skill. The People's Common Sense Medical Adviser, by Dr. R. V. Pierce, a work of over 900 large pages, illustrated by 282 engravings, and elegantly bound in cloth and gilt, is sent to any address by the author on receipt of \$1.50. Almost 100,000 copies have already been sold.

S. A. Craig, Esq., druggist, of West Alexander, Pa., says, "I sell more of Dr. Pierce's preparations than all others combined. They give satisfaction in every case, and I can cheerfully recommend them to the public."

THE DOVE MANUFACTURING ESTABLISHMENT.—A while since we had occasion to advertise this establishment of Messrs. Furness & Wales.

As they have removed their establishment to 469 Broadway, let us repeat the expression of our confidence in the utility of their stocking supporters and suspenders.

The principal superiority of their wares consists in what is called The Dove Patent Lever Buckle, which dispenses with buttons, and makes a secure fastening by means of a convenient Clamp that can be applied without trouble. This Patent Buckle, or clamp is extensively used for garters, stocking supporters, waist belts, armlets, cuff holders, supporters for drawers, etc.,

We commend them to general use. If our readers would call and examine or try these articles they will be glad to use them.

BUFFALO.—A paper called the *Buffalo Public School Journal* has been started here, and is very neatly gotten up. The Buffalo teachers have, however, shown an active interest in the *NEW YORK SCHOOL JOURNAL* by sending a handsome club, procured by a canvasser in February and March.

A NEW IDEA.—Mr. L. W. Frisbie makes a specialty of assisting School Principals in the collection of tuitions. His services will be found very acceptable to those who have money due in distant cities or towns, as he has facilities for collecting at all points. He will act as financial agent for Principals in this city leaving town for the vacation—either to go to the country, or to Europe. He will collect tuitions and forward or deposit them, or pay them out as may be desired. His charges are very moderate and his references are to those of high standing in New York City.

Principals who heretofore found it inconvenient to leave the city as early as they would like, owing to the fact that there were tuitions which would be constantly coming in, and that they must stay to receive them, can now with safety place all such business in the hands of Mr. Frisbie and have it attended to as they desire.

A HANDSOME INCOME.—Wealth is said to be power. Few doubt it. That which can be made the agency of getting wealth is the great desideratum the world is daily looking for. Helmbold made half a million, and squandered it in ten years; but a thousand of these chances are left, and we find nearly that number offered in a most remarkable little book, for which the sum of 25 cents is charged. We have just laid down "Farrell & Co's Recipe Book" [Published at 371 Broadway, Brooklyn, N. Y.] and never saw gold mines fairly thrown to the million for nothing before. We cannot detail the contents of the little work, but believe that enterprise and pluck can make a fortune out of any 10 recipes in the hundred therein published.—*Advt.*

J. B. Lippincott & Co., of Philadelphia, have just purchased the stereotype plates and copyright of the entire series of Worcester's Dictionaries, seven in number, and will hereafter publish them. They publish a school edition and a pocket edition of "Comptanseau's French and English Dictionary."

A marked improvement in lesson helps is exhibited in *The National Sunday School Teacher* for June. It is a marvel how much help is given to the Sunday-school teacher in this magazine for June.

A True Blue Law.

In one of the laws in the somewhat elaborate code passed by the General Court of Connecticut, May, 1650, compiled by Rodger Ludlow, and known as the "First Connecticut Code," was the following provision for compulsory education:—

Children.—Forasmuch as the good education of children is of singular behoof and benefit to any common-wealth, and whereas many parents and masters are too indulgent and negligent of their duty in that kind,

It is therefore ordered by this court and authority thereof, that the selectmen of every town in the several precincts and quarters where they dwell, shall have a vigilant eye over their neighbors and brethren, to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach by themselves or others their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon a penalty of twenty shillings for each neglect therein.

A story is told of Prof. Sedgwick, the eminent geologist of England. The professor was geologizing in a quarry near a high road, dressed in a rough suit. He was striking vigorous blows with his hammer upon the rocks when a travelling carriage, coming up, stopped at the place, and a gentleman within beckoned to the professor to come to the door, as he wanted to know the way to the residence of a nobleman in that locality. The professor having answered this and various other questions put to him very readily the gentleman, pleased with what he deemed the intelligence and civility of the quarryman, offered him a shilling, which was received with thanks. The carriage drove on, taking its occupant to the nobleman's house, where he was an invited guest. Soon after Prof. Sedgwick entered, for he was staying at that time at the same mansion himself. At dinner the two happened to be seated near each other, and soon fell into conversation. After a while the gentleman, looking earnestly at his companion, said: "I think I must have had the pleasure of seeing you before, and that not very long ago."

"Oh, yes!" was the reply, "you saw me this morning, and gave a shilling for answering a whole string of questions."

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- Design No. 1. PLATE 1. Basement, 1st and 2d story plans of Frame Villa. Scale indicated on plate.
2. PLATE 2. Perspective view.
3. PLATE 3. Perspective view, Frame Villa House. Plans similar to Design No. 1.
4. PLATE 4. 1st and 2d story plans of a Brick Villa. Scale indicated on plate.
5. PLATE 5. Front elevation of Villa. Scale indicated on plate.
6. PLATE 6. Perspective view.
7. PLATE 7. Ground and 2d floor plans of Brick Villa. Scale indicated on plate.
8. PLATE 8. Perspective view.
9. PLATE 9. 1st and 2d floor plans of a Frame Villa. Scale indicated on plate.
10. PLATE 10. Front elevation.
11. PLATE 11. 1st and 2d story plans of a Frame villa.
12. PLATE 12. Perspective view.
13. PLATE 13. 1st and 2d story plans of a Frame villa.
14. PLATE 14. Front elevation.
15. PLATE 15. Perspective view of a Villa. Plans similar to Design 7.
16. PLATE 16. 1st and 2d story plans of Brick Villa. Scale indicated on plate.
17. PLATE 17. Perspective view.
18. PLATE 18. 1st and 2d story plans of a Brick Villa. Scale indicated on plate.
19. PLATE 19. Perspective view.
20. PLATE 20. Perspective view of Brick villa. Plans similar to Design 10.
21. PLATE 21. 1st and 2d story plans of Frame Villa. Scale indicated on plate.
22. PLATE 22. Perspective view.

COTTAGES.

- Design No. 1. Plate 23. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
2. Plate 24. Perspective view.
3. Plate 25. Perspective view of Frame Cottage. Plans same as Design 13.
4. Plate 26. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
5. Plate 27. Front elevation.
6. Plate 28. Perspective view.
7. Plate 29. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
8. Plate 30. Perspective view.
9. Plate 31. 1st and 2d story plans of a Brick Cottage. Scale indicated on plate.
10. Plate 32. Perspective view.
11. Plate 33. 1st and 2d story plans of a Brick Cottage. Scale indicated on plate.
12. Plate 34. Perspective view.
13. Plate 35. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
14. Plate 36. Perspective view.
15. Plate 37. Perspective view of Cottage. Plans similar to Design 7.
16. Plate 38. Perspective view of Cottage. Plans similar to Design 7.
17. Plate 39. 1st and 2d story plans of a Brick and Frame Cottage. Scale indicated on plate.
18. Plate 40. Perspective view.

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